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ABSTRACT

This newsletter was organized with the purpose of issuing progress reports on the various curriculum development projects comprising Project Canada West. Volume 1 number 1 is described in ED 048 026. In this issue background information is given about the Project and the major understandings on which the objectives of the program are based. Briefly, the assumptions are that Canada is an advanced, industrialized, and urbanized society; multi-cultural, multi-ethnic, with two major linguistic groups; a vast country with regional differences, open to external influence. Fourteen curriculum development projects related to the theme of urbanization in Canada are examined here. In each case, rationale is given in terms of the particular approach, understandings are listed and objectives stated. Not all of the projects list materials to be developed, planned units or teaching strategies. Skills and attitudes to develop are discussed in some cases, as is age level for which the project is designed. The projects reflect varying degrees of development, with few to the state of discussing pilot studies and evaluation measures. Primary emphasis is on rationale and objectives. Related documents are ED 049 105, ED 055 010 through 020. (JMB)

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KISTU'PEWIN

August 1971

Western Curriculum Project on Canada Studies

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Project Canada West was formally organized in April of 1970. KISTU'PEWIN, the official newsletter of Project Canada West, is intended to be a bi-annual publication which will inform interested persons about the progress of the Project. By choosing "KISTU'PEWIN" - a Cree word meaning a settlement, village or city - for the name of this newsletter, the association of Canada's past with her present and future is symbolized.

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KISTU'PEWIN

Volume I Number II August 1971

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PROJECT CANADA WEST

Background

Project Canada West was funded by the Canada Studies Foundation on April 13, 1970, for a period which expired on June 30, 1971. Subsequent funding has been assured for the 1971-72 fiscal year. As one of the Canada Studies Foundation's funded projects, Project Canada West meets the criteria suggested by the Foundation.

The prime criteria is that Project Canada West produce classroom materials and appropriate teaching methods concerned with one of the continuing Canadian Concerns identified by the Foundation. The broad objectives of the foundation are based on four non-controversial propositions (major understandings) about the nature of Canadian society. The four propositions and related concerns may be set forth as follows:

Major Understanding No. 1

CANADA IS A TECHNOLOGICALLY ADVANCED, INDUSTRIALIZED AND URBANIZED SOCIETY. Related concern: The growth of Canadian cities and the problems of urbanization.

Major Understanding No. 2

CANADA IS A MULTI-CULTURAL, MULTI-ETHNIC SOCIETY WITH TWO MAJOR LINGUISTIC GROUPS OCCUPYING A POSITION OF PARTICULAR INTEREST. Related concern: The relations between French and English speaking Canadians.

Major Understanding No. 3

CANADA IS A VAST COUNTRY WITH DEEP REGIONAL DIFFERENCES AND DIVERSITIES. Related concern: Regionalism in various aspects, including its inevitable growth, economic disparities and cultural differences.

Major Understanding No. 4

CANADA IS AN EXPOSED COUNTRY OPEN TO EVERY CONCEIVABLE KIND OF EXTERNAL INFLUENCE. Related concern: The cultural and economic influence of the United States on Canadian society.

From the above concerns, Project Canada West selected that of urbanization and has fourteen sub-projects developing material and teaching strategies on a variety of aspects of the central topic. While it is recognized that, given the limitations of time and financial resources, Project Canada West is unable to deal with all aspects of urbanization, an attempt has been made to provide some conceptual unity to the study of urbanization in Canada.

The conceptual unity of urbanization was provided by reference to elements of the urban system, as described by Constantinos A. Doxiadis. This scheme purports to examine: Man, Society, Skills, Networks and Nature as Elements of Urbanization. Within those elements the themes of individual identity, group involvement, poverty, growth, activities, future concerns, power structure, aesthetics and technological systems are considered. It has since been recognized that the above scheme does little more than give an illusion of conceptual unity of urbanization. Subsequent activities of Project Canada West curriculum development teams has indicated that there is a need for discovering a more "complete" view of conceptual unity. This will be a major thrust of Project Canada West during the coming year.

THE OBJECTIVES OF PROJECT CANADA WEST

A. Relating Urbanization to Continuing Canadian Concerns

Canada: presently a predominantly urban country and rapidly becoming more urban. By 1980 eight out of ten Canadians will be urban residents and six out of ten will be concentrated in twenty nine metropolitan areas and large cities of one hundred thousand and over. Over the next decade, the pace of urbanization will continue to be the highest among the major industrial countries of the world.

In order fully to understand urbanization, we must study its general and specific characteristics in a Canadian context to learn about Canadian culture. We should develop curricula with Canadian content, so that the students appreciate their own environment.

Students need to understand their urban environment to help break down complexities of urban life and urban problems. Canadian urban problems take on unique forms through the interplay of historical, cultural, geographical, economic and other factors. With increasing rates of urbanization new and more complex urban problems arise. There is an urgency in developing curricula which will help students see their urban environment within a democratic political framework, if we are to achieve participatory citizenship in today's world.

B. Unique Features of Canadian Urbanization

The following statements represent some unconfirmed hypotheses concerning the uniqueness of urbanization in Canada. Some of the statements are contentious and indeed have been questioned by many of the Project Canada West personnel. It is felt, however, that by stating these hypotheses there will be an impetus on behalf of Project Canada West teams to gain information which will cause additional support or rejection of the hypotheses. This is seen to be beneficial to Project Canada West's concern in developing a conceptual unity of Canadian urbanization.

1. The cities are creations of the provincial governments in a federal system facing national urban problems.

2. Virtually all major urban settlement is contained in the extreme southern part of the country.

3. The location of many urban centres was determined historically by single resource industries.

4. A large number of Canadian urban communities are multilingual in practice. These cities tend to reflect the cultural mosaic of Canada.

5. The provincial capitals are often the major urban centres of the provinces.

6. One single national railroad accelerated the location and growth of Canada's major centres.

7. Urban governments by form are British models adapted to Canadian conditions.

8. One or two major cities exert dominance over each province.

9. Because of the vast size of most provinces and the small number of urban centres, the degree of urban dominance is extensive (far-reaching).

10. Villages, hamlets and unincorporated centres are declining, leaving healthy small towns to grow as service centres.

11. Northern settlements are in fact resource extractive colonies for the urban south or service centres.

12. Many major Canadian urban centres contain a racial minority, or minorities, originally attracted to extract or develop a particular natural resource associated with the growth of that city.

13. Specific Canadian cities possess unique characteristics in their own right.

14. A major communication network in most Canadian cities emanates from the U.S.A. Because of this, much Canadian culture originates in the U.S.A.

15. Major national political parties do not generally contest municipal elections.

C. <u>The Objectives of Project Canada West</u>

Briefly stated, the objectives of Project Canada West are to sponsor curriculum development projects related to the theme of urbanization in Canada.

Specifically, the projects will:

1. Lead to an increased knowledge of the Canadian urban environment.

2. Provide students with opportunities to develop the skills and propensities for decision-making through direct student involvement in community life.

3. Identify or develop more effective instructional materials which may be used in different regions of Canada. These materials, which may include the local community as a resource, should indicate a universal set of concepts or processes, or may simply be informative about a specific urban area.

4. Have a professional development component with possibilities for improved teacher performance.

5. Be directly related to the educational needs of students at all grade levels of the school system.

Expansion - To undertake a series of projects related to urbanization in the Canadian context. Although the focus is upon distinctive features of Canadian urban phenomena, one cannot ignore the very general concepts of urbanization, which are world-wide in their application, nor the very specific manifestations of urbanization, which are peculiar to individual rural or urban centres in Canada.

1. Since Canada is a democratic country, in order to function effectively, it needs an informed electorate. Further, since Canada is a very highly urbanized society, with every indication of becoming more so, it is imperative that Canadians be informed about their urban environment.

2. In addition to a knowledge of the Canadian urban environment, it is a matter of concern that Canadians become involved in the urban decision-making process. It is our belief that the school can become an agent in developing the skills and propensity for decision-making in the urban context by encouraging direct student involvement in community life.

3. Hodgetts in What Culture? What Heritage? pointed to specific examples of learning situations which can only be termed deplorable. One answer to such criticisms may be in the provision of more effective instructional materials. At present, materials related to the Canadian urban environment are not readily available. A major thrust of Project Canada West is to be directed towards the identification and production of such materials. Although these may be specific to a given urban context, they will be indicative of processes which are universal and based upon concepts which are common to the theme of urbanization in Canada. Or, materials may simply be informative about a particular urban centre.

4. The provision of more effective instructional materials is, of course, no guarantee that more effective teaching will take place. Project Canada West, therefore, is concerned with possibilities for the continuing education and involvement of teachers that will accrue from the projects undertaken. This process is also universal in its application and may point to more effective directions in the whole curriculum/instruction development field.

5. Last, but by no means least, it is important that projects be directly related to the educational needs of students at all grade levels of the school system. The fact that

Project Canada West's projects are to be directed by practising classroom teachers is a good guarantee of this happening.

D. The Use of Models in Curriculum Development and Instructional Planning

Conceptual models provide a useful and convenient means of revealing and displaying relationships between inter-connected ideas. Thus far several models have been utilized by members of Project Canada West. They include:

The Doxiadis Model

The Doxiadis model is comprised of a number of concepts arranged into a tw.-dimensional grid portraying major themes or concerns of the urban development. Although recently it has fallen into some disfavour amongst a number of Project Canada West personnel, it did prove of some use at the time the 60 curriculum proposals submitted to Project Canada West in the spring of 1970 were being screened. By plotting the various proposals on the grid, the project directors, in making their final choices, were able to avoid costly overlapping and at the same time ensure that most of the themes or concerns revealed by the grid would be dealt with.

The Johnson-Aoki Model

This model has provided Project Canada West with the theoretical rationale for the five year plan of action currently envisaged. The model has greatly aided the project directors in their planning of a logical sequencing of activities for the 14 sub-projects:

Phase I	.....	Acquisition of knowledge.
Phase II	.....	Development of materials.
Phase III	.....	Design of teaching strategies, initiation of pilot programs.
Phase IV	.....	In-service training of teachers.
Phase V	.....	Evaluation.

In addition, the model has facilitated communication within and between project teams and between the project teams and the Project Canada West directors by providing all concerned with a common conceptual point of view with respect to program development.

The Goodlad Model

The Goodlad model identifies the different levels of decision-making to be found in an educational system. Decisions made at the societal, institutional and instructional levels together determine the ultimate nature of a new curriculum and instructional program. It might well prove worthwhile to use the Goodlad model to help clarify the appropriate realms of

concerns of the Canada Studies Foundation and Project Canada West. The Goodlad model indication of three levels of decision-making has been supplemented by reference to Louise L. Tyler, who suggests that there is a fourth level: the individual student level of decision-making. The importance of student decision-making is an integral part of most Project Canada West projects.

In addition to these three models, the different sub-projects have utilized a variety of others while researching those areas of concern having a direct bearing on the curricula and instructional programs they are developing. Models have proven useful in the study of the various social sciences, problem solving, communications, learning theory, the Canadian urban environment, etc.

I. OBJECTIVES OF SURT RELATIVE TO PROJECT CANADA WEST

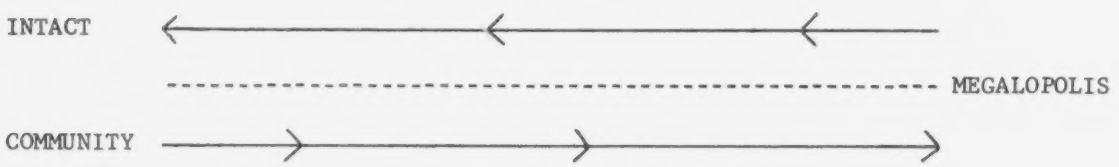
Project Canada West Topic - Urbanization in Canada

Urbanization may be defined as a process of population migration. It proceeds in two ways:

1. The multiplication of points of concentration and the increase in the size of the points of concentration of population.

2. The change from an intact community to a conglomerate of many communities and social organizations, or vice versa.

Urbanization in this report may be characterized by a continuum which proceeds from an intact community to a megalopolis and upon which movement is in two directions:



Project SURT Sub-Topic - A Study of Urban-Rural Transition

A. Major Understanding

Canada is a rapidly urbanizing society and Canadians are faced with the urban-rural and/or rural-urban transition. The three major concepts used by SURT to discuss the rural-urban transition are: systems, variation and tradition:

System

Is Canadian society continually changing and is survival of the system contingent upon the evolvement of new structures and behaviour? Related concern: Are the communication networks in Canada that contain or acquire information adequate to make learning and innovating behaviour possible (role-taking and role-making)?

Variation

There is great variation within Canadian society. Related concern: Is there variation between and within the systems located on the urban-rural continuum in Canada?

Tradition

Are there behaviours that maintain a regularity in Canadian society? Related concern: Are there traditions uniquely Canadian at all levels of the urban-rural continuum?

B. Subsidiary Understandings

1. The behavioural patterns of Canadians vary according to the size of the community in which they live.

2. In order to understand the behaviour of Canadians at present, one must know what historical conditions have been.

3. The historical antecedents of a community are necessary to the comprehension of the phenomena of urbanization in Canada.

4. Land settlement patterns in Canada have influenced the pattern of urbanization.

5. The attributes of urban and rural cultures are influenced by their geographic location in a province or in Canada.

6. Urban and rural Canadians are influenced by such geographic phenomena as: people, physical features, natural resources, economic activity, socio-cultural patterns and political systems.

7. Continuous reappraisal of the geographic landscape is necessary to the understanding of the changing nature of Canadian society.

8. The "rightness" or "wrongness" of the behaviour of Canadians can only be considered within the context of the specific community in which they live.

9. As Canadians live in the various communities on the rural-urban continuum, their expected behaviour varies.

10. The different cultural variables existing within Canada must be considered when examining the behaviour of Canadians.

11. The pluralism of cultures and values within Canada should be recognized, understood and tolerated.

12. Successful transition on the urban-rural continuum is contingent upon recognizing, understanding and accepting the cultural ways and values of Canadians in the newly encountered communities.

13. There is an "ideal" and a "real" Canadian culture in communities on the rural-urban continuum in Canada.

14. Canadian culture is dynamic or changing and cannot be viewed as being static.

15. Canadians must be prepared to live with uncertainty, due to cultural change and to lack of information.

C. Opportunities to Develop Skills and Attitudes

SURT has provided, in the three specific communities involved, an opportunity, in the first year of the project, for students to become involved in skill and attitude development in urbanization:

1. In Cremona, Alberta, a grade 7 and 8 geography option class has investigated the community from an inter-disciplinary point of view. The students visited institutions, listened to guest speakers and tapes of interviews, and photographed parts of the community.

2. In Edmonton a number of students developed, administered and analyzed a Community Interest Inventory of the community centre in which their school is located.

3. In Westlock the students in the High School responded to a community survey questionnaire which was analyzed by students specifically involved in project SURT. Three students from Westlock attended the media workshop at the Providence Centre in June 1971. These three students will be the core of the student element in the development of the materials on Westlock.

Student involvement in curriculum development should encourage other students to develop a preference for a problem solving approach as outlined:

a. Be able to recognize a problem.

b. Be able to describe the problem in terms of who has the problem with respect to who or what.

c. Be able to invent hypotheses which may explain the problem.

d. Be able to collect information and analyze it to draw out the bearing it has on the hypothesized relationship.

e. Be able to recognize the tentativeness of their findings.

f. Be able to develop open minds, which are constantly open to enquiry.

g. Be able to view problems from their own point of view and to be able to understand that the viewpoint of others exists.

h. Be able to live successfully in the world of uncertainty which they discover.

D. Identification and Development of Effective Instructional Materials

SURT envisages this task as having as least two components:

1. The identification of existing teaching materials and the development of new teaching materials. The identification of effective print and audio-visual instructional materials on the changes necessary to live successfully in a newly encountered community may be difficult. It may be even more difficult, however, accurately to depict these changes in newly developed instructional materials in which SURT hopes to succeed.

2. SURT feels that teaching strategies are an important part of effective teaching materials. There is no idea of compulsion involved in the proposed development of teaching strategies. These teaching strategies developed by SURT would be alternative approaches to the study of urbanization in Canada from the urban-rural transition point of view and from the socio-cultural model perspective.

II. OBJECTIVES OF FACE OF THE CITY RELATIVE TO PROJECT CANADA WEST

Rationale for Selection and Development of Urban Aesthetics

Canadians are moving to urban settings at an accelerating pace. The Economic Council of Canada states that:

> "By 1980 eight out of ten Canadians will be urban residents, and six out of ten will be concentrated in 29 metropolitan areas of 100,000 and over. Over the next decade the pace of urbanization in Canada will continue to be the highest among the major industrial countries of the world."

As never before, urban education in its broadest sense should occupy a place in Canadian school curricula.

The Economic Council describes the present urban situation in these terms:

> "Shortages and an inadequacy of urban housing, traffic and transport problems, air and land pollution, a confused jumble of conflicting land uses, decaying neighbourhoods and monotonous suburbs, urban poverty and social disturbance, steadily rising property tax burdens and the frustrations of municipal administration - these are familiar burdens to the average Canadian dweller today."

An examination of the literature of aesthetics, philosophy of art, and art history discloses a conception of art that can be used in dealing with environmental regions as a work of art. This conception, which can be found in both traditional and modern analytical studies, holds that works of art are most usefully interpreted as artifacts produced primarily for aesthetic consideration. An analysis of "aesthetic consideration" reveals that any "thing", and not only "man-produced artifacts", can be viewed aesthetically. While cities are not designed primarily for aesthetic experience, cities, including their natural amd man-produced phenomena, are in fact experienced aesthetically more than is commonly realized. It is being learned painfully that the "aesthetic form" of a city may be an important instrumental factor in either articulating or degrading the human spirit. The current unrest in cities suggests that the slogan "survival of design" may be more than just a cliché.

To say a city should be designed in such a manner that it can be regarded aesthetically is to say that:

1. the city's sensory aspects (shapes, sounds and colours),
2. its formal aspects (patterns and rhythms),
3. its expressive aspects (symbolic and metaphoric)

should be vivid and interesting to perception and participation. This is not to suggest that urban planning should be based on purely aesthetic considerations. For while the immediate purpose of a city is not to feed intrinsic perception, the actual consequences of a city's form, style and dynamics is to affect in many and varied ways the mind and emotions of men. Once this has been accepted, it points to the need for aesthetic urban education.

It is generally believed that the urban scene in Canada is unique and that we may be in the position of being able to develop the

> "art of building big cities. We approach this task of expressing ourselves as an urban people with a fairly clean canvas. We do not inherit the massive confusion and ugliness that accompanied the first wave of industrialization in European and American cities, in the age of coal-fired factories and grimy tenements. Projected straight into the age of clean fuels, cellophane packaging and a car with almost every bungalow, we have nothing to escape but our own inadequacy. And, for the first time in our history, most of the coming generation city householders will be people who were themselves born or brought up in cities, either in Canada or in another country."

Because of this unique vantage point, Canadian aesthetic urban education might lead to cities which articulate the human spirit.

People have been living in cities for a long time and the task of city building has been the vocation of a great many professional people: architects, town planners, and public administrators.

> "One might expect that there would have emerged some fairly clear ideas about the kind of environment that would best serve the purposes of city people, both collectively and individually. The public might well imagine that the elite of the city-building professions has been carefully collecting and checking evidence on the relationship between urban forms and human objectives and thereby formulating worthwhile goals. But as two distinguished authorities on town planning have pointed out, such an expectation 'would bring a wry smile to the face of anyone familiar with the actual state of the theory of the physical environment'. Professors Kevin Lynch and Lloyd Rodwin, working at Harvard and M.I.T. observe that there has been no systematic evaluation of the whole range of urban forms in relation to human objectives."

Does this point to the necessity in a democratic society, of citizens being able to identify and articulate those human objectives for the city, so that cities allow for the "good life"?

If the articulation of human objectives means in part the articulation of human aesthetic objectives, then schools have a definite role. They must prepare youth for the articulation of human aesthetic objectives, so that cities may develop where the minds and emotions of men may be nourished.

Before citizens can develop a commitment to the aesthetic dimension of their urban world, which undeniably involves a sense of environmental responsibility, the first step towards that commitment has to be on the receiving and awareness level. The project members firmly believe that aesthetic education in Canadian schools has not been able to develop the transfer of aesthetic consideration to the urban form. It is felt that too often the studio approach used by most art educators has neglected to impart an awareness of aesthetics in all aspects of daily living. While it has been noted that common elements are involved in looking at works of art and in regarding cities aesthetically,

the relation between the aesthetic and the extra-aesthetic in the case of the city, is fundamentally different from that in a painting or piece of sculpture. We believe that for the above reasons there should be a new curricular design for urban aesthetic education. While the project designers are adamant that FACE OF THE CITY should design materials to develop awareness of the aesthetic dimension of the city, they are hopeful that other projects will develop in the area of helping students identify courses of action for urban change and prepare them for their role as decision-makers in a democratic urban environment. We cannot envisage this role until students are more aware of the aesthetic aspect of their urban world. They must first be taught to <u>see</u> the urban form as George Kennan said in his memoirs,

> "No one, to the day of my graduation, had ever taught me to look understandingly at a painting, or a tree, or the facade of a building."

There could be no clearer statement on the need for aesthetic education than:

> "There was a time when all man-made things were produced by craftsmen who understood the materials they used and the shapes they created. Their methods or workings were changed to meet changing conditions and, steadily improving, were passed on from one generation to the next. This living tradition was shattered by the Industrial Revolution, when handicraft was replaced by powerful forces which no one seemed able to control effectively. The buildings in which people lived and worked and the objects they used in daily life broke with the past and assumed totally new shapes. At the same time large numbers of mechanical devices were invented, so that man's environment was changed and distorted to an extent quite unprecedented. We have now passed through what some people regard as the First Machine Age, and we are about to reap the benefits brought by science and technology. We have learnt to exert a certain amount of control over our world, over our surroundings and the lives we lead within them. But, although we have gained much, we have probably lost even more. We no longer possess the knowledge and the understanding to judge the things we make: our houses and factories, our implements and machines, our cities and roads. Because of this failure in judgement, we often find ourselves surrounded with such ugliness as would have horrified men of past ages. The next period in our history may well be one of construction and technical progress, but all this great creative effort will be of little value to us if we cannot learn to control the shapes and patterns which form the background of our lives. It is now more important than ever that we should learn to understand the basic laws of the world around us, the man-made world and the world of nature, for the visual impact of our surroundings has a deep and lasting effect on us all."

<u>Materials to Be Developed</u>

This will entail developing the first draft of 2 or 3 units, and then adding subsequent units while piloting the initial units.

A second draft will be developed of these units once they have been piloted in a few classrooms. Throughout this phase, evaluation by substantive people, as well as curriculum people, will be a built-in factor.

The units to be developed are:

UNITS		ELEMENTS OF DESIGN
Images 1. Portals - Points of access, or entrance to a city, district or area. 2. Skyline and Profile - Panorama, vista or profile of the city. 3. Focal Point and Landmarks - An element which stands out against the background. 4. Nodes - Strategic spots, junctions, gathering places. 5. Pathways - Streets, rivers, railroads, or any other traffic pattern. 6. Edges and Entities (Districts) - Boundaries, roads, shores, railroads, etc. that segment a city. 7. Aura and Pulse (Sensual) - The total sensual impressions of a given area.	The concept of the function of images and elements of design in terms of human values.	Scale Colour Line Form Texture Motion

III. OBJECTIVES OF PRESSURE GROUPS AND THE URBAN COMMUNITY RELATIVE TO PROJECT CANADA WEST

Urbanization, as a phenomena in Canadian life, is becoming increasingly important in shaping the lifestyles of most Canadians. Canadians in their daily living are confronted with a variety of problems, the solutions to which affect their psychological and physical well-being.

The Lethbridge Project will concentrate on the political aspect of the urban decision-making process using actual case histories of issues that are typical of the urban community. Accordingly, such knowledge objectives as the following will undergird the study:

1. To develop an understanding of the types of problems that absorb the attention of urban governments.

2. To become familiar with such concepts as political activity, government activity, bureaucracy, political efficacy and vested interest. A problem-solving method will be used as the integrating device to bring together concepts from the various disciplines to solve a specific problem.

3. To develop an understanding of how the average citizen might participate in the decision-making process.

The Lethbridge Project will include a study of the nature and influence of pressure groups in both French and English Canada in an effort to satisfy the needs of students in both cultures. Generalizations drawn will have national applicability.

Skills

Since the proposed teaching strategy for the anticipated unit of work will be one emphasizing "inquiry" methodology, the basic skills of "problem-solving" (i.e. definition of problems, hypotheses formation, collection of data, analysis and interpretation of data, testing of hypotheses, drawing conclusions) will receive considerable attention. The collection and analysis of emperical data will be an integral part of the research methodology.

Attitudes

It is felt that the topic has inherent possibilities to generate initial interest among students. Here it is hoped that students will:

1. Develop a positive attitude toward government.

2. Demonstrate a willingness to participate in the decision-making process.

Techniques which may be effective here will be a simulation game, or role-playing activity, which will lead students to see things from different points of view and be prepared to modify their own views in light of data and evidence presented.

Materials

Case studies based on real problems of the type which are common to many parts of Canada will be used. The content material will be prepared in the form of multi-media learning packages, so designed to enhance the "inquiry" approach to learning. These learning packages will include simulation exercises, film strips, slides, tapes of interviews, and pamphlet materials illustrative of the historical development of typical political decisions in the urban community. A set of questions designed to encourage further enquiry on the part of the students will be included.

Professional Development

Within the Lethbridge area, the local Social Studies Council of the Alberta Teachers' Association will be asked to assist us in the in-service education of teachers. Hopefully, a format for in-service education will be developed which will be useful to teachers in other parts of the country.

All materials produced by the Lethbridge team will be accompanied by a "Teachers' Guide" which will be designed to assist teachers teaching similar units of work in other parts of Canada.

Age Level

Materials produced will be directed to the secondary school, specifically at the grade X - XII level, where units of work dealing with government are usually taught. It is envisioned that they will have relevance for a variety of optional courses at the high school level.

Where history and geogrpahy are taught as separate subjects, teachers of these subjects will be able to select from the materials in accordance with their own or their students' interests.

IV. OBJECTIVES OF THE ALPHA PROJECT RELATIVE TO PROJECT CANADA WEST

The Alpha Project is engaged in acquiring information about the urban development of representative small towns in various Canadian regions. This can then be used to help students to identify those features that are common to most Canadian small towns, those elements that are peculiar to towns of similar type (e.g. mining towns, agricultural service centres, one-industry towns, etc.) and those that are unique to each town. The materials and teaching methods developed and/or refined by the Project should help to place the small town in a better perspective relative to Canadian urban life. Furthermore, by using the small town as a laboratory, urban functions and inter-relationships can be examined and analyzed in relatively simple forms. The skills and insights thus acquired can then be applied to analysis of the more complex inter-relationships found in large Canadian cities. Finally, the small town experience can be used as a springboard for the discussion of differing urban life styles and a consideration of alternative urban futures.

The project is based on three understandings, which are related directly to the Canada Studies' Major Understanding No. 1 and indirectly to the other three, especially Major Understanding No. 4. These are:

1. The Canadian small town can be considered a microcosm of Canadian urban development. Related concern: Growth has usually been haphazard, unplanned and dependent on the resource extractive nature of the Canadian economy.

2. The economic base of the community helps to mould the physical appearance and social character of the town. Related concern: Dependence of the town on the major industry, or industries, for its continued economic and social health.

3. The human size and neighbourly concern of the small town could provide a model for future urban development. Related concern: Apathy and alienation in rapidly growing cities.

It is central to the aims of this project to have students actively involved at all levels of planning, execution and evaluation of the small town field study. This involvement will not only allow them to examine at first hand the relatively simple urban inter-relationships present in a small town, but will also give them experience at decision-making and problem solving that can be transferred to other areas of study and life.

In the next three years the Alpha Project plans to develop:

1. A teachers' manual that will contain a rationale for the field study and student involvement method, a model for conducting field studies of small towns and practical suggestions for handling the details of the organization of the field study - the material for this manual will be drawn from the practical experiences gained by the project team in their own field studies of small towns.

2. A half-hour video tape and/or 16 mm film showing our own students planning and participating in field studies - this would be for use at teacher workshops and at in-service education courses.

(1 and 2 are to be developed during the next year and should be in final draft form by June 1972; they will also form the nucleus of in-service education courses for those teachers who might want to use this method of teaching.)

3. A kit, or kits, entitled Small Town Canada containing booklets and visual materials on representative small towns located in the various geographic regions of Canada - these could be used to help teachers to develop comparative studies of small towns to complement and complete their own field studies. Because of the time and expense involved in the development of such a kit, or kits, the team does not expect to complete these for at least two or three years.

V. OBJECTIVES OF PROJECT 5-9 RELATIVE TO PROJECT CANADA WEST

Relationship of Project 5-9 to Aims of The Canada Studies Foundation

In every Canadian province, the first three or four years of school have been regarded as the appropriate time to begin studies of the local community. Since most Canadians live in urban communities, it follows that community studies are synonymous with urban studies.

As these studies occur at a significant stage of child development, i.e. at the stage where the basis for citizenship is laid, the effectiveness of urban studies programs in K-3 becomes crucial to whatever the Canada Studies Foundation is hoping to achieve in developing understandings and attitudes towards the Canadian urban environment - one of the "Continuing Canadian Concerns".

Project 5-9 is dedicated towards a more effective approach to urban studies in the years K-3 - the "crucial" years.

Powell River's project takes on some degree of urgency when it is realized that, for example, we know so little about the political socialization of Canadian children, or the degree of knowledge they have of their urban environment. It is also a matter of concern that there is a complete lack of instructional materials that treat the Canadian urban environment at a suitable level for primary children.

Objectives of the Powell River Project "5-9"

1. To determine the knowledge, skills and attitudes of children relative to urban studies as they begin their formal schooling.

2. To use this information as a basis for development of a Canadian urban studies curriculum from grades K-3.

3. To identify and develop teaching strategies and instructional materials that will:

    a. Increase the knowledge of students in K-3 concerning their environment.

    b. Provide opportunities for the development of inquiry skills and propensities for decision-making.

    c. Be verifiably appropriate for students in the K-3 grade range.

Products of the Powell River Project

1. In order to develop more effective ways of helping young children to understand their urban environment, it is first essential that we find out what they know. The first product, therefore, will be an inventory of knowledge, skills and attitudes of 5 - 9 year old children.

This inventory will be useful to teachers across Canada, since it will demonstrate procedures that may be used in finding out what children know, and will also yield data from which more effective urban studies programs can be built.

2. Based upon the findings of (1) above, a curriculum model for an urban studies program will be devised. Since urban studies in K-3 are a Canadian social studies constant, this curriculum model will be useful to teachers in every Canadian province. The model will be inter-disciplinary in nature and may draw upon recently developed primary curricula in anthropology, sociology and economics.

3. The teaching strategies and instructional procedures to be identified and developed will be based upon the findings of the inventory phase, and upon the capabilities of children at different levels. These are unknowns at present. As the inventory phase proceeds, a set of criteria will be identified in keeping with the project's objectives. Since there is a paucity of materials concerning the Canadian environment, suitable for young children, this phase is likely to be very productive and fill a need that all Canadian teachers have. It is a matter of concern at present that young Canadian children are learning about the urban environment from American examples in American texts, picture sets, films and filmstrips.

VI. OBJECTIVES OF THE INNER CITY PROJECT RELATIVE TO PROJECT CANADA WEST

In this brief statement (which should be viewed as both a summary of and supplement to our first annual report) we have addressed ourselves to four questions that we feel reflect the major concerns of those associated with the Canada Studies Foundation.

1. What is it that we intend students to learn?

Knowledge Objectives

Students should learn about:

a. The inner city as a global phenomenon, its nature and historical background, problems commonly associated with the "inner city".

b. The Canadian "inner city"; its unique features (e.g. the multi-ethnic character of "inner city" residents; the fact that the "inner city" in Canada is a relatively recent phenomenon; the high proportion of single family dwelling; in contrast to the case of American ghetto, the increasing land values and the relatively low crime rate to be found in Canadian "inner cities"); the historical antecedents to these unique features.

c. Vancouver's "inner city"; its problems, the various interpretations and conflicting viewpoints regarding the origin of these problems; their alternative solution.

NOTE: Students will be acquainted with the historical, geographical, political, social, cultural and economic features of the "inner city". While much of what they learn will be derived from existing "disciplined knowledge", a significant proportion will be acquired as students carry on their own research within their community (see the Inner City Project first annual report, section 2, pages 8-10).

Students should also become familiar with research undertakings. Provision will be made to acquaint them (in the most general way) with the structure of the social sciences.

Skill and Attitudinal Objectives

Here the emphasis will be on equipping students with those skills and attitudes felt necessary to permit them to be effective decision makers/problem solvers within the context of a liberal democratic, urban society (see section 2, pages 7-10 and section 3, pages 15-21 of the Inner City Project's first annual report).

2. What provisions have we made regarding the identification and development of instructional materials?

We are presently engaged in locating and reviewing materials providing information about the "inner city", in particular, the Canadian "inner city". We intend to supplement our knowledge in this area by contacting academics in the appropriate intellectual disciplines and asking them how their respective disciplines have been applied and can be applied to the study of the "inner city" and what insights into the nature and problems of the "inner city" have thus far been obtained.

We are also exploring the different types of instructional materials and techniques currently available to teachers, noting the merits and weaknesses of each. They include:

- written material
- slides, films, T.V. presentations
- maps, overhead transparencies
- lectures, demonstrations
- classroom discussions, simulation games
- field trips, unsupervised field work

We intend that instructional materials be produced by both teachers and students. The teacher produced material (e.g. a student handbook) will be designed with the idea of providing students with a general understanding of the historical background and nature of the Canadian "inner city" and equipping them to do further research into the "inner city" of which they themselves are a part. The student produced material, which will be of a multi-media nature, will provide the means by which students will convey to their classmates what they have learned about their own community. These will act as the basis for teacher directed class discussion (see the Inner City Project's first annual report, section 4, pages 2-4).

3. How will other teachers come to benefit from the new program?

The exact means by which other teachers would be equipped to present the new program is not yet clear. At the very least, teachers would have to be provided with a curriculum guide and a kit of instructional materials. But this by itself would not be sufficient. It would be essential that teachers receive in-service training of some kind. In this regard it can be said, on the basis of the tremendous interest the Vancouver School Board has shown in the project and their contribution to it, that they will, at the appropriate time, make arrangements so that members of the Inner City Project team can inform other teachers in the Vancouver School System of the educational objectives of the new program and train them in the use of appropriate instructional techniques. For example, one could envisage seminars held in conjunction with the "Professional Day" which has become an annual event for Vancouver teachers. Province wide coverage could be achieved through British Columbia Teachers' Federation summer workshops. It should be noted that already many teachers not directly connected with the project have received information about it. Inner City Project team members have had the opportunity to speak to their colleagues at a number of meetings arranged by the Vancouver School Board and in education classes at the local universities.

4. At what grade level can the new program be undertaken?

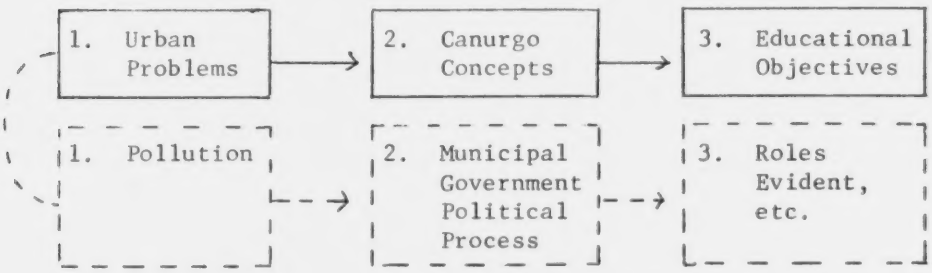
It is the feeling of the Inner City Project team that the new program could be presented to students in grades X - XII. As the program is open-ended in nature, the length of time required to complete it is highly flexible. Hence the program could be tailored to fit a wide variety of instructional situations.

VII. OBJECTIVES OF THE CANURGO PROJECT RELATIVE TO PROJECT CANADA WEST

The Canurgo Project is concerned with involving the student in the municipal political process, its institutions and its problems. This will be attempted by two methods:

1. Urban problem-centred, student research techniques, guided by basic concepts:

   e.g. Research Technique -



2. Simulation games, based on Canurgo concepts, involving political process role-playing.

The Canurgo Project has sought to define its educational objectives within a framework, derived from four sources:

1. Canadian Studies Foundation's Continuing Canadian Concerns.
2. The objectives of Project Canada West.
3. The objectives of social studies as a discipline.
4. Political science discipline concepts re municipal government.

An Outline of Canurgo Objectives

Students should become aware of:

1. Universal urban knowledge concepts *(political science).
2. Canadian urban knowledge concepts (Canadian Studies Foundation).
3. Attitudes + values re democracy (social studies).

Students should develop:

1. Skills in political process (social studies).
2. Increased knowledge of Canadian urban environment.

3. Skills + decision-making in urban context.

4. Community resource materials.

Some universal urban knowledge concepts to be considered are:

a. Role of elected officials and relationships to:

b. Role of special groups; (interests)

c. Role of electorate; (political demands)

d. Role of civil service; (screening authority)

e. Role of outside authorities; (regions, provinces).

Some Canadian urban knowledge concepts to be considered are:

a. Role of outside authorities in meeting Canadian urban growth problems.

b. Role of British heritage in government structure;
+ role of ethnic groups in the special groups' influence over elected officials.

c. Role of district and regional differences in the problem situation in a city, as reflected by special groups, outside authorities, + electoral behaviour.

d. Role of civil service + elected officials in a political process quite distinct in style and operation from any other country of an influence on Canada.

Some skills in the political process to be developed are:

a. Research - location + interpretation of information.

b. Critical thinking - identification of issues + evaluation of evidence + drawing of conclusions.

c. Democratic group participation:

- formal simulation roles
- informal research groups.

Some attitudes and values to be explored regarding democracy are:

a. Desirable intellectual behaviour - a scientific approach to and a humanitarian outlook on human behaviour.

b. Desirable social behaviour - awareness + interest, acceptance of responsibility, involvement.

c. Values of desirable democratic behaviour - appreciation of basic freedoms.

Development of Material

Material to be developed includes:

a. Simulation games.

b. Demographic data.

c. Decision-making strategies games.

VIII. OBJECTIVES OF THE INTERDEPENDENCE PROJECT RELATIVE TO PROJECT CANADA WEST

Members of the Interdependence Project intend to develop units of work for students in the intermediate grades concerning the interdependent relationships that exist within a Canadian urban community and between urban communities in Canada and the world. The theme of interdependence was selected because an urban society, such as Canada, can only survive if its people understand the interdependent relationships that exist.

One of the fundamental reasons for the existence of any urban environment has always been to provide the means for an easy exchange of goods, services and ideas. In order for this to be accomplished effectively, a high degree of specialization is required. However, a high degree of specialization breeds many complex urban problems. Human relationships in urban environment are characterized by differentiation, by secondary, rather than primary, contacts and by diverse interests.

The human being seeks to belong, be accepted and made a member of the community in which he lives. However, many individuals lack the knowledge, values and skills needed to function effectively. The members of the Interdependence Project feel that it is important to provide the individual with the opportunity to overcome these deficiencies, in order to negotiate the maze of bureaucratic arrangements found in urban communities. Above all, a comprehensive and humanistic approach to the urban environment is needed to develop a sense of community. The true community takes the wants and aspirations of its people and puts them in terms of action. In order to build a community of this kind, people must be willing to work cooperatively. Before working cooperatively, individuals must understand the complexities of human relationships in an urban community. The knowledge, values and skills that come from working together and the sense of interdependence may offset the many disruptive forces of urbanization.

The fundamental ideas used for the project were selected from various social science disciplines. Concentrating on the concept of specialization and the need for social control and social learning, six levels of involvement will be examined; the nuclear group, the neighbourhood, the urban, the regional, the national and the international community. Each level of involvement will be viewed by looking at the cultural, physical, spatial, human and social elements, in order to present the idea of interdependence.

Main Theme	Fundamental Ideas	Basic Concepts	Cultural Content	Element of Investigation
Human Activity in an Urban Environment	Interdependence	Geography Economics History Sociology Anthropology Political Science	Specialization Social Control Social Learning	Nuclear Group Neighbourhood Urban Regional National International	Culture Physical Spatial Human Social

From this approach the team has selected a number of learning outcomes that we feel are important. Examples of these learning outcomes are listed below. A more detailed list can be seen in Appendix C, page 85 of the Interdependence report.

- People in Canada live in several groups simultaneously and interact interdependently to meet their basic needs.

- Individuals in Canada have a vast interdependent pattern of roles and relationships within a community. Each individual must discover his role in the community and his relationship to the roles of the other members, if the community is to operate effectively.

- Neighbourhoods of Canadian urban communities are interdependently related and, although each neighbourhood differs in certain respects, each has a commercial, industrial, wholesale and residential area which act interdependently.

- Interdependent relationships exist between individuals and their communities, which extends to the region, country and the world.

- Before a Canadian urban community can exist there must be an agricultural surplus, a division of labour, a market, transportation and communication.

Materials to Be Developed

The procedures suggested to reach the outcomes of the interdependence project will be outlined in a manual and will be accompanied by materials to be used in the classroom. Material will be produced only after it has been determined that it is not available elsewhere. The types of materials produced and gathered will be varied and will include such things as filmstrips, slides, tape recordings, graphs, statistical tables, simulation games, socio dramas, etc. It is hoped that much of the material will be produced by the student in his investigation of interdependence. The handbook will also include a list of sources for acquiring other material that is available and pertinent.

IX. OBJECTIVES OF IDENTITY IN A CANADIAN URBAN COMMUNITY RELATIVE TO PROJECT CANADA WEST

The impersonal urban society and the heterogeneous nature of the Canadian culture have created a problem for Canadians in establishing a sense of national identity. Identity may be defined as an individual's self-concept and is related to his own view of his achievements and capabilities. This self-concept is developed as the individual sees himself through the eyes of others.

The student undertaking to study identity will be concerned with:

1. His own emerging identity.
2. The identity of members of the primary group.
3. The identity of selected members of the community.
4. Traditions of the Canadian culture.
5. The emerging Canadian culture.

In this study, the student is first led to look at himself. He will ask himself these questions: "Who am I? What effect has my past experience had on me? What role have my parents, the school, my ethnic origin, my religion, etc. played in shaping my identity?" He will look at his peers and ask, "Who are we? What do we consider important? What do we value?" He will look at his parents and teachers asking, "Who are you? What experiences shaped your identity?" He will then turn to other members of the community to try to discover their identity.

In so doing the student should recognize that certain factors in the culture influence the development of an individual's identity. He will be asked to examine certain aspects of Canadian society to discover traditional cultural patterns as well as changes that are taking place.

Basic Assumptions

1. Identity is learned.
2. The group is involved in establishing identity. Through co-operative effort, Canadians are developing a unique culture with unique institutions.
3. Identity is related to the material well-being of the individual.
4. The individual identifies himself in terms of a position in space.
5. Identity involves a relationship with the past.

Method of Developing Materials

Data relative to these basic assumptions will be obtained largely by using the community as a resource. Students will conduct interviews with their peers, parents, teachers and members of the community and analyze them; visit museums to discover changes in technology, in the family structure, in occupations, etc. Historical documents will be examined and pertinent information in books, pamphlets, etc., will be located. Through this study, it is anticipated that the student will become aware of the diverse composition of the society, that he will identify others as individuals, rather than stereotypes, and that his contact with other groups will build lines of communication that will be continued outside the classroom. As a result of these learning experiences, designed to clarify relationships, it is to be hoped that the student will see himself more clearly, will see a future role for himself in the society and will be able to relate with other groups in the community. Experience with the inquiry approach should help the student to define social issues, select and implement appropriate modes of inquiry and interpret data. He should be able to propose solutions to social problems, solutions that will recognize the dignity of the individual. From his experiences he will learn to use facts as tools upon which to build his outcomes, enabling him to foresee some of the possible implications of his decisions.

The team proposes to prepare a teacher's manual indicating the types of processes used in this sample study. Such a manual would not be prescriptive, rather teachers can select activities suitable to their own classes, to the community in which they work and to the materials available. Sources from which films and other audio-visual materials can be obtained will be included in the manual. Materials, such as slides, filmstrips, tapes, etc., will be produced in a local setting for comparison studies.

It is the intention of the team to expand the project into seven other schools in Saskatoon this year, as well as in three schools in large centres in Alberta and Saskatchewan. Teachers in these classrooms will be asked to suggest further activities and to add to an item pool for evaluation of the sub-project.

As this project is intended for grades four to eight and will be used by children aged nine to fourteen, the team has attempted to stress the positive aspects of our society, as this was considered most suitable at this age level.

X. OBJECTIVES OF URBANIZATION AS SEEN THROUGH CANADIAN WRITINGS RELATIVE TO PROJECT CANADA WEST

This project plans to examine Canadian urbanization through the eyes of the writer. Although there are certain tangible factors (structures, people) which constitute an urban environment, there are several intangible factors which create an attitude, or state of mind, about the city. These intangible factors can be best examined through the writers who have recorded their own perceptions of the city in novels, short stories, poetry and song. Since each writer is locked in time and place and brings with him past experiences, his perceptions of the urban environment may or may not be similar to those of other writers, or of the students' own perceptions. By examining Canadian writers, students will become aware of these similarities and differences in perception. It is also hoped that, once they understand that various perceptions exist, they will also become more aware of how these individual perceptions often affect the very tangible issues of urban life, i.e. political decision-making, re-zoning, poverty, etc.

Urbanization is the primary concern of our project, but the works of the writers often overlap into the other areas of the continuing Canadian concerns For example, the impact of technology and industrialization are often not separated from urbanization and are part of their perceptions of the urban environment. Also, ethnic and cultural groups have different perceptions of the city and, therefore, we look at another of the continuing Canadian concerns.

Two large categories were used to establish a systematic means of examining the tangible factors of the city and how these elements have been perceived by various writers.

1. Faces OF the City examines the rigid, structural aspects of the city and how their affects upon people have been perceived and expressed by the writers. The positive and negative perceptions of the Canadian urban scene are given as well as the tensions that exist between those who are attracted by the city and those who reject the city.

2. Faces IN the City examines how people have responded to the urban environment and how they have been shaped, changed, or destroyed by it. The excessively pessimistic perceptions are countered by some examples of optimistic perceptions.

The more tangible factors of the state-of-mind and way-of-life which the Canadian urban environment creates are examined in various other works which have been set up by topics or groups:

1. Poverty - Poverty in the Canadian urban environment is seen, not only as a fact, but as a created state-of-mind. The various views recorded indicate that various perceptions exist. It is these perceptions that often affect an action taken on such facts.

2. Physcially handicapped are seen and see themselves with differing problems in the Canadian urban scene. This also applies to those grouped in the age topic.

3. Most people have problems in dealing with their urban environment. Indians and other ethnic groups have additional problems and different perceptions of the Canadian urban environment. These can be explored in works written about them or by them in two other groups of writings.

We must emphasize here that many aspects of the Canadian urban environment are not uniquely Canadian, but can be identified in other urbanized areas. Many of the perceptions and assessments made by the writers have a more universal aspect. Students will not only examine their own environment, but will also find commonalities or universalism with people in other urban environments.

Specified Objectives for Urbanization Through Canadian Writings

1. The involvement of students in examining their Canadian urban environment through the recorded perceptions of Canadian writers.

2. To involve students in comparing the recorded perceptions with their own observations and experiences.

3. To provide students with Canadian writings for the above (1 and 2).

4. To increase students' knowledge of and interest in Canadian literature.

5. To provide students with opportunities to collect information and experiences; to analyze, compare and interpret them, and to provide situations where they can express or record their perceptions.

6. To provide students with perceptions about the Canadian urban environment from the Canadian writers for comparison with perceptions from the social sciences.

Procedure

Phase 1: Collection of existing Canadian writings about the Canadian urban environemnt.

Phase 2: (a) Selection of poems and short stories from Phase 1 for an anthology of Canadian poetry and an anthology of short stories.
(b) A bibliography of larger works - novels, records, films, etc - from Phase 1, which are available to the classroom teachers, and their source.

Phase 3: (a) Development of methods and strategies for teachers and students. Some of these will evolve in the classroom as materials are used experimentally by teachers and students.
(b) Preparation of a teachers' guide and in-service techniques will also evolve in this phase.

Phase 4: Pilot experimental studies, evaluation and revision of material and methods in preparation for the final phase of publication and distribution.

We feel that Urbanization As Seen Through Canadian Writings will be most effective in Divisions III and IV and with a parallel study of team teaching program involving the English and social studies teachers working together.

XI. OBJECTIVES OF FACTORS AFFECTING THE STRUCTURAL GROWTH OF A CITY RELATIVE TO PROJECT CANADA WEST

A primary objective of this sub-project is to raise the knowledge level of Canadian students about urbanization in Canada and in particular to increase knowledge about the physical structure of Canadian communities. Physical structure in general refers to the non-human elements of the city or community, the streets and buildings, block patterns, zone patterns, etc. The project, however, does not involve simply the study of inanimate "things", but rather it attempts to show how complex social, economic, topographic and historical forces are manifest on the urban landscape. Out of the increased knowledge it is hoped that Canadian students would become more interested and concerned about their community, their region and their country.

To accomplish our objectives, this project has spent a year investigating the aspects of the physical structure of cities. Through literature and personal contact with experts, a body of research findings has been collected. Due to the breadth of information in the research, it was decided to focus primarily on the study of urban geography. Urban geography was selected because it best suited the synthesizing approach we desired (urban geography is, by its very nature, a synthesizing discipline). From the body of research findings, knowledge outcomes have been delimited. For example, our project would develop the students' knowledge of:

a. The way site and situation factors affect community development.

b. The importance of economic base to a city or community.

c. The historical development of the community.

d. The cultural influences on a community.

e. The way decisions are made regarding the future growth and development of a community.

f. The relationship between technology and life in a modern Canadian community.

Canadian Concerns

1. Government: Canada's constitution leaves much of the decision-making relevant to urban concerns in the hands of provincial (as opposed to local) governments.

2. Canada's economic and regional differences are reflected in the physical make-up of communities (contrast a prairie service centre with a maritime fishing village).

3. Canadian communities are, in fact, large scale "museums" exhibiting the historical development of cities and regions.

4. Canada's exposed nature results in imported structures and ideas imposed on the Canadian scene (e.g. California style houses on the prairies, or British planning principles applied to Canadian communities).

How Students Learn About the Physical Structure of a Community

Before students can acquire knowledge about the physical structure of a city, learning materials must be gathered and organized. This aspect of the project is currently under way. As well as collecting books and films, etc. available commercially, the project has stressed the use of easily accessible materials. This means the use of pictures, filmstrips, maps, statistical information collected by teachers and students in their own community. In the case of this sub-project the city of Saskatoon is being used as a case study.

In addition to gathering materials, the project is also involved in formulating inquiry oriented problems that can offer interesting and exciting points of departure for achieving knowledge objectives. Problems such as:

1. How does the physical structure of the city reflect or not reflect the climate and resources of the area? How are the lifestyles of the past and present inhabitants illustrated?

2. How do the internal needs (sewage, water, electricity, etc) of a city affect the physical structure?

3. What is to be done about obsolete, disfunctional, unhealthy structures in a Canadian community?

4. How do citizens plan structures in a city to ensure a healthy, peaceful urban environment for the future?

Products of the Sub-Project

Some of the products have already been implied. A process for studying the physical structure of Canadian communities will be articulated for use anywhere in Canada. A specific set of materials on one sity (Saskatoon) will be available as a model or for purposes of contrast and comparison. In addition, the project has another direct product - that is, the involvement of Canadian teachers and students in dealing with a continuing Canadian concern.

XII. OBJECTIVES OF THE INDIAN/METIS PROJECT RELATIVE TO PROJECT CANADA WEST

1. A Continuing Canadian Concern

Historically Indian/Metis people have been isolated from social and economic interaction with the dominant society - partly by choice and partly by geography. Because of attitudinal changes on the part of both natives and whites, coupled with geographic barriers being overcome by technology, large numbers of Indian/Metis are moving to urban areas in search of employment.

The concentration of a coloured minority in one socio-economic level, with cultural traits and habits which often conflict with those of other urban dwellers, has contributed to the growth of social tensions between Indian/Metis and whites in urban centres. These have been heightened by the stereotypes which tend to be either negative in nature or ridiculously idealistic.

If Canada is to avoid the agony of urban centres wracked by social strife, efforts must be made by society to take steps to alleviate the growing tension. As an agent of change, schools must consider the role of native peoples in urban centres, their problems as a coloured minority, their special rights and privileges, their cultural and economic frustrations.

2. Objectives of the Proposed Curriculum

a. To give students a knowledge of Indian/Metis history.*

b. To give students a knowledge of Indian/Metis contributions to the world in general and Canada in particular.

c. To give students a knowledge of biological and cultural differences among peoples and the reasons for these.

d. To help students reduce stereotypic and prejudicial thinking with respect to Indian/Metis people.

3. Materials for the Proposed Curriculum

a. A resource book for teachers written by persons of native ancestry, to serve as a primary source of information concerning views and feelings of Indian and Metis people of today. Major areas covered include: history, culture, problems and possible solutions. The resource book has already been completed.

b. A teachers' guide book containing a curriculum outline in which is a philosophy and rationale, ideas and suggestions for teaching, a model for development of materials by a classroom teacher which could supplement the multi-media kit and encourage an emphasis on local concerns.

* For further details see the Indian/Metis Project Report, June 1971.

c. The materials developed will bear in mind the intellectual, emotional and social perspectives and abilities of children in the 11-13 age range. A further stage of the project will be the development of a second set of materials for students at 15-17 age range.

d. A multi-media kit of materials for use by students. Printed matter, 35 mm slides, audio tapes, 8 mm films, transparencies, maps, group projects and a series of individual research projects will comprise the kit. The curriculum supported by the multi-media kit, will be open-ended and assist children in formulating individual conclusions from objective data.

4. Evaluation

a. As materials are developed, they will be tried in classrooms and revised according to the subjective evaluation by teachers.

b. When a satisfactory level of sophistication of materials has been developed, the Research Branch of the Manitoba Department of Education will conduct an objective study of the knowledge growth within pilot classes, as well as the degree of attitudinal changes.

5. Professional Development of Teachers

a. Members of the project are developing considerable insight into the complexities of curriculum development and these knowledges will be applied to areas of education to the benefit of society.

b. Teachers using project materials will be involved in analyzing and evaluating them. It is hoped that this process, plus the workshops conducted for them by project members prior to and while using the materials, will improve teaching performance, as well as create an awareness of this one aspect of concern in the urbanization of Canada.

6. Involvement and Committments of Provincial Organizations

A remarkable degree of support, both financially and in terms of personal time has been given the Indian/Metis Project:

a. Financial Committments:
St. Vital School District #6
Department of Indian Affairs and Northern Development

b. Service Committments:
Manitoba Teachers' Society
Manitoba Department of Education

Winnipeg School Division #1
University of Manitoba

c. Time Committments for Consultation:
Manitoba Indian Brotherhood
Manitoba Metis Federation
Winnipeg Indian/Metis Friendship Centre
Indian/Metis Student Association (University of Manitoba)
Various school divisions and their teaching staff.

XIII. OBJECTIVES OF CANADIAN ENVIRONMENTAL CONCERNS RELATIVE TO PROJECT CANADA WEST

The rapid increase in technology and urbanization within Canada has produced both an increase in the amount of waste products and heavy concentrations within urban centres. The problems faced by Canadians resolving pollution today are paramount and a satisfactory solution must be found, or the curtailment of production will be necessary, before we destroy our habitat. Ever expanding cities are encountering water shortages, noise and air pollution and garbage disposal problems that must be solved if the Canadian citizen is to enjoy a happy and aesthetic way of life.

The curriculum will attempt to have students realize that change in Canadian society is inevitable and that an individual can adapt to change. The student, contrary to what he may feel, can become a positive force in bringing about change. By exposing the student to various facets of Canada - Canadian environment, government, industry, business, labour and society - he will be able to realize his own values and relate them to the overall urban picture.

A large minority of Canadian youth are voicing their dissatisfaction with social values. Some of the reasons for discontent are spoken, but many are felt intuitively. Some of the concerns are:

1. Humanism vs. capitalism
2. Social vs. monetary cost
3. Family relationships vs. business relationships
4. Unique culture vs. the melting pot
5. Apathy vs. involvement.

These are some of the issues the Canadian student must comprehend, in order for him to take his place in Canadian society.

To inform the student and get him involved in these pressing issues, the course is outlined as follows:

a. Socio-economic implications

b. Resource management

c. Population

d. Ecology

e. Water pollution

f. Air pollution

g. Noise pollution

In considering man's influence in nature and urban centres we will be concerned with Canada as a technologically advanced, industrialized and urbanized society. The related concern is that pollution is a by-product of which a social cost has not yet been charged.

We feel that the student should develop certain skills. He should learn different techniques in the laboratory and also be able to read charts and graphs. The laboratory techniques would be biological and chemical in nature, measuring concentrations of materials in water and air and, if possible, levels of noise pollution. Geographical charts on climatology and topography would be necessary to understand watersheds, landforms and growth rates of populations. Also the students might experiment with slides and filmstrip production.

The attitudes of the student would be reflected by presenting both sides of an issue and leaving the decision up to the individual. Also simulation games put the student in a role-playing situation that would reflect attitudes of other contingents of society and force the student to see the issues from other angles. Inviting guest speakers to the class would provide more information and also stimulate alternative decisions.

The wealth of information on urbanization, the environment and pollution is difficult to assimilate, but by using different types of material in the classroom and discussing methods with our students, we feel the materials we develop will be relevant to the student and to the concepts of urban pollution. The criteria for selections of materials will be the needs and interests of the students.

At present we have a number of students developing chemical tests that would be appropriate in any high school laboratory for testing concentrations of materials in water. In September and October 1971 two team members (one biologist and one geographer) will be team teaching an eight week course on water pollution in the urban environment. By involving the students in the program, we can discuss the merits of the approach, the films, the laboratory experiments and the tests that we use. At the beginning and end of the eight weeks we will use a questionnaire assessing the knowledge and attitudes of the students. Following the eight week program, we will consult with these pupils on future developments of our materials.

The team embarked on the project with a limited knowledge of urbanization and pollution, but quickly found many sources to increase our scope of the situation. Each member has individually expanded his horizons on Canadian concerns and as a team we are all striving for the same ends.

In the coming year we will be developing simulation games, slides and written materials.

We feel that our course could be undertaken by high school students in an integrated social sciences/biology course.

XIV. OBJECTIVES OF CANADIAN URBAN DYNAMICS RELATIVE TO PROJECT CANADA WEST

A majority of students in our schools feel isolated and apathetic in the urban environment. We feel this is the result of two factors. Firstly, many students show very little concern and even less responsibility toward their cities. Secondly, many students do not recognize their capabilities and their worth as individuals and, therefore, do not contribute effectively to the group, whether it is in their own classroom or in the wider community. In order to help alleviate this situation, our model for student involvement in the urban setting recognizes the existence of two intended learning outcomes - intellectual concepts and knowledge, and attitudinal change and development.

Canadian students can develop a sense of identity with their urban environment if they are aware of its function and operation. The process we are considering is to help the student more readily perceive the environment in which he lives, then proceed to develop an appreciation of his own community in as many aspects as possible, and finally to relate the value and situation of his immediate urban environment to the wider areas, urban and rural. These wider areas are provincial, national, and international.

The information and materials necessary to help the student develop his knowledge and intellect can be obtained in a variety of ways. Many materials, both general and specific, are continually appearing on the market. It is our job to evaluate and to select the most appropriate at any point in time. Also we are intending to develop materials that will satisfy our immediate needs (e.g. simulation game). The students can develop materials that may be used in their own immediate situation, though these often have much wider applicability. Three major types of activities are considered pertinent to our program. These are the use of simulation games, the development and use of community case studies, and research work in the field. These three types of activities will be completely integrated and are not sequential.

The intellectual concepts which are developed with a particular class, group of students, or an individual, will vary according to the needs required. The recognition of the particular needs may be the result of an instrument developed by the team. (This could be developed by a team member in his graduate program). The need for developing such an instrument is two-fold - there is no instrument of which we are aware that measures the Canadian scene and it would be more advantageous to have an instrument that fits our own particular model. A competent teacher is a diagnostitian and he should be able to recognize the needs of his particular students moreso than our team. The major disciplinary concepts that we will develop are listed in our report pages 9 - 11. However, we are convinced that the disciplines, independently of each other, do not seem to provide satisfactorily the primary source for our activities. The urban environment as the entegrating factor, is itself the source. The general concepts that we see ourselves developing are:

1. Alternative policies which are evident in four areas -

    a. Political
    b. Socio-cultural
    c. Economic
    d. Personal sphere

2. Vested interests.

3. Historical perspectives.

The three basic priorities in this regard are:

1. Interdependence - all factors of urban environment affect everyone.

2. Integration - data from a wide range of sources fitted into identifiable patterns.

3. Communication - sending and response to stimuli.

Attitudinal changes and development will be more difficult to accomplish and to measure. Nevertheless, we feel it could well be the key component in our model. Individual attitudes could be measured by an instrument before and after involvement in the program. (Again this could be developed by one of us in our graduate program for the reasons mentioned previously.) The process in bringing about attitudinal change is to help the student become more aware of himself as an individual, to make him aware of his capabilities as an individual, and to help him as an individual to become aware of his contribution to the groups or society of which he is a member. This, of course, has many implications, such as developing skills for decision-making and student involvement in community life.

At this stage our plan is to develop this model for early senior high school students (grade 10), though we intend to adjust it later to other levels. This year will be spent in developing and testing materials and teaching methods.